**Common Core Aligned Lesson Plan**

**Subject(s**): **Literacy Grade: 5**

**Teacher(s): Anna Rauvenpoor School: Windermere Boulevard School**

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| **LESSON ELEMENT** | **STUDENT-FRIENDLY TRANSLATION**  **(#2, 3, 4 only)** |
| 1. Common Core learning Standard(s) Addressed:   **Speaking and Listening, grade 5, standard 5**  Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. | |
| 1. Learning Target(s):   Students will be able to:   * evaluate a piece of literature for recommendation to others. * identify the elements of the literature that make it appealing to read. * write a brief “book talk” for the literature utilizing the elements identified above. * present the book review in front of a camera for recording. * evaluate and critique self and others’ work for effective conveyance of information. | You will be able to:   * write a book talk for a book you think others should read. * present your book talk in front of a video camera. * evaluate your and other students’ video book talks. |
| 1. Relevance/Rationale:   Today’s media savvy students use technology to compose and read texts, record and watch videos and podcasts, and compose digital posters and presentations. While students may use a great variety of formats to convey meaning, they may not fully grasp the impact format can have on the interpretation of information’s meaning. This lesson aims to assist students in writing a concise and persuasive review of a piece of literature they feel strongly about. The format of the video book talk and its addition to the online library catalog helps students understand that information presented in a professional and contemporary manner will be considered more seriously by others. | You are a consumer and producer of information. Your opinion matters and can help someone else make an informed decision. Sharing information that you have learned can help us build knowledge. There are many ways to share information. The ways in which we choose to share our knowledge has a great effect on how seriously your information is viewed. |
| 1. Formative Assessment Criteria for Success:  * Students will complete self evaluations as well as evaluations of other students’ video book talks in order to assess the quality and effectiveness of the learning product. * The SLMS will observe and evaluate students’ preparedness and participation. | You will evaluate the effort and work of yourself and other students involved in the project using a rubric. |
| 1. Activities/Tasks:   **Day I**  **Direct Instruction:**  The SLMS will explain that the goals of the project are to write and perform a short, persuasive book talk that will become part of the online library catalog where other students can access and use the book talk to aid in literature selection. Time frame and procedures will be outlined and handouts containing the assignment description, resource guide and supporting graphic organizer will be distributed. The Self-Assesment rubric and the Presentation rubric will also be handed out at this time so that students will know what is expected from them.  **Modeling and Guided Practice:**  The SLMS will show the following four presentations that are all reflective of the expectations of the project.   * A book reviewer on the popular PBS TV series "Reading Rainbow" reviews "Titanic Lost and Found" at <http://youtu.be/FHAb6TYNX4w> * A book reviewer on “Children’s Book Reviews” reviews "The Last Olympian" at <http://youtu.be/gKqMZ0uK6pA> * A book reviewer on “Children’s Book Reviews” reviews "A Tale Dark and Grimm” at <http://www.youtube.com/watch?v=hkkCCi7iRYI&feature=share&list=ULhkkCCi7iRYI> * A book reviewer on the popular PBS TV series "Reading Rainbow" reviews "Where are They" at <http://youtu.be/ZySNJEqQQ_M?t=27s>   The SLMS will go over the graphic organizer that will support the students in writing their book talk.  **Sharing and Reflecting:**  The SLMS will engage the students in a discussion about the project and the expectations using the presentation examples to guide the questions.   * Was there a particular presentation you enjoyed more than the others? Why? * Was there a presentation that you didn’t like? Why? * Was there a presentation that caused you to lose focus on the information? Why? * Which of the presentations made you want to read the book that was reviewed?   **Independent Practice:**  Students will work independently on completing their graphic organizers with the SLMS available for help. Homework consists of each student completing their organizer and practicing their book talk presentation in front of parents, siblings, friends, or just a mirror. Video recording or the book talks will take place at the next project meeting.  **Day 2**  **Direct Instruction:**  The SLMS will give students a brief overview of the recording process. Students will be allowed to practice in front of the camera before actually recording their book talks.  **Reflection and Sharing:**  Students will view the raw footage of all students’ book talks and use the Self-Assessment and Presentation rubrics to evaluate their work and the work of the other students. | |
| 1. Resources/Materials: (What texts, digital resources, & materials will be used in this lesson?)   Self- Assessment rubric  Presentation evaluation rubric  Assignment guide with Resources  Graphic Organizer | |
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